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ABSTRACT

This survey examined the attitudes of teachers in southwestern Kentucky toward sex-stereotyping in the classroom. A random sample of 35 teachers of grades kindergarten through adult completed a written survey instrument that asked them to read statements regarding sex-stereotyping and to rate themselves regarding their own classroom practices. Item frequency responses are provided for each of the following categories of teachers: K-3, 4-6, 7-12, special education teachers, adult education teachers, and all teachers. Frequency responses are also tallied by years of teaching experience and by teacher age. Results revealed a strong agreement among teachers of all grade levels that sex- stereotyping attitudes were seldom observed in their classrooms. The teachers demonstrated an awareness of the need to exhibit behaviors that were not partial to either sex. The report also discusses implications of the study with regard to research, teacher preparation, inservice teacher education, the school, and the family. (RM)

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AN EXPLORATORY SURVEY OF TEACHERS' ATTITUDES TOWARD SEX-STEREOTYPING

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CHAPTER I

THE PROBLEM

Rationale

The Constitution of the United States was founded on the principle of equality for all people. Throughout the years the people of the United States have experienced various degrees of conditioned attitudes toward men and women. Societal influences have seemed to effect male and female young people in a slightly different manner. It is suspected that subtle influences regarding sex occurs early in life in the homes and possibly even in the schools. Therefore, a need for a survey exists to look closely at teachers' attitudes toward sex-stereotyping in southwestern Kentucky.

Purpose

The purpose of this survey was to gather information about teachers' attitudes and reactions concerning sex-stereotyping in the classroom. The data collected as a result of this survey was summarized and presented in the form of a research report.

Research Questions

Specifically, the intent of this survey was to observe sex-stereotyping in the classroom as viewed by teachers with respect to the following questions:

1. Was there a difference between male and female teachers attitudes and behaviors regarding sex-stereotyping?

2. Was there a significant difference in attitudes and behaviors of teachers in grades K-3, 4-6, 7-12, special education, and adult education regarding sex-stereotyping?

3. Did years of teaching experience make a difference in the way teachers responded with regard to sex-stereotyping?

4. Did the age of the teacher make a difference in the way he/she responded to the survey?

Limitations of the Survey

The following limitations were placed on the survey:

1. The population was limited to schools represented by the students enrolled in the Western Kentucky University, Greenville Extension, Research Methods 500 Class during the Spring Semester of 1985 and possibly not representative of all schools in the geographical area.

2. The population was not stratified in order to include equal distribution of male and female respondents.

3. The data gathered were limited to the perceptions of the respondents.

4. The population was limited to school personnel in southwestern Kentucky.

5. This was a one-time survey and no effort was made to collect follow-up data.

6. Survey instrument content was gathered from a variety of sources and no effort was made to validate questions by a panel of experts.

Definition of Terms

The following terms were operationally defined for the purposes of this survey:

Sex Equity --The freedom from bias of favoritism.

Population --The teachers in southwestern Kentucky representing grades kindergarten through adult education.

Demographics --The statistical characteristics of human populations.

Sex-Stereotype --A standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion.

Conditioned --A response that is learned.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

For many years, a concern of educators has been differing attitudes among teachers toward male and female students and the subtle influences resultant of those attitudes. Even though differing attitudes regarding the gender was not a new concern there was very little current information available on the topic. A review of existing literature on the subject was believed to be logical for effective development of the survey project. For organizational purposes, this chapter was divided into the following sections: Assessment of Instructional Attitudes and Instructional Influences.

Assessment of Instructional Attitudes

Arthur Dempsey's (1982) document attempted to prove that teachers' views between elementary school boys and girls influenced how the children felt about themselves. According to Dempsey's research, Black Americans and Hispanics tended to agree about young girls; however, there was an abundance of disagreement regarding young boys.

Dempsey obtained his results by creating a scale which used synonyms to describe qualities of elementary boys and girls. He asked 154 pre-service and in-service teachers from three different ethnic groups

(Anglo-American, Black American, and Hispanic) to choose between the two synonyms to describe how they felt about boys and girls. Dempsey took the results of this poll and grouped their disagreements into two categories. The results were considered significant if they reached the .01 or .05 level of significance. The greatest significant difference was the Anglo-American and Black American view concerning young girls. Dempsey states plainly in his research that no attempt was made to inquire into the teachers' background which might have influenced their points of view.

Bell, Menke, and Lamke (1980) provided an interesting observation as they focused on the characteristics of children viewed as high in self-esteem. In their study, female teachers rated the self-esteem of 59 male and 48 female preschool children with a mean age of 6.6 years. Teachers rated children on a sex-role rating scale which included stereotypically masculine, feminine, and neutral traits. Relationships between self-esteem and neutral trait ratings indicated that children who rated high in self-esteem were viewed as significantly more assertive, active, athletic, and of cheerful disposition. Although the validity of such ratings remains an issue, it appears that masculinity was strongly related to self-esteem for both genders.

The nature and determinants of adult reactions to the cross-gender behavior of young children were not well understood (Bell, 1981). Observational studies in the preschool setting indicated that there were different consequences for boys and girls depending upon the gender appropriateness of the behavior.

In this study by Nancy Bell, reactions of teachers and college students were obtained for a child exhibiting stereotypically masculine or femine verbal behavior. Childrens' voices were labeled either male or female. The findings were as follows: (1) Adults did not redirect or

discourage cross-gender compared with gender-appropriate behavior; (2) Adults rated same-sex children higher on a subset of masculine traits regardless of the child's behavior; (3) Adult females rated the child more positively and responded to the child in a more reinforcing manner than did males; (4) Male teachers responded to the child more positively than non-teachers, but the reverse was true for females; (5) All adults reinforced feminine more than masculine behavior; and (6) Non-teachers were more attracted to the female child and the child exhibiting feminine behavior, while teachers were more attracted to the male child and the child exhibiting masculine behaviors.

In order to assess sex-role stereotyping awareness, attitudes, and classroom behaviors of teachers, a questionnaire was administered to eighty-six kindergarten through twelth grade teachers in a rural area (Jacko, Karmos, and Karmos, 1981). It was found that teachers were more aware of the influence of sex-role stereotyping in society than in classrooms, and they did not report extensive prior exposure to the issues presented. Responses to attitudinal items indicated moderate to strong acceptance that sex-role stereotyping influnces students. Teachers agreed most strongly that career and occupational choices of girls and boys are influenced by stereotyping, and next most strongly that educational choices are influenced. They were less convinced of the influence of stereotyping on the self-esteem and academic potential of boys and girls. Teacher behaviors were assessed by self-reports which showed that the teachers saw themselves as discouraging sex-role stereotyping more through modeling behaviors than by curriculum design. For almost one-half of the teachers however, the modeling behavior did not include monitoring their own use of sexist language. The results suggest a predisposition of teachers to be receptive to participating in nonsexist classroom activities.

According to Griffin and Gillis (1983), teachers should provide a learning environment which is free from sex-stereotypes. Sex affirmative teaching behaviors help to modify stereotypes held by children. Sex affirmative teaching should include materials and behaviors that recognize the impact of sex-role socialization and try to overcome it.

This study included eighty-nine undergraduates in education at Southwest Texas State University, for which 18 were seeking certification as Early Childhood, 35 as Elementary, and 36 as Secondary. On the questionnaire, 25 questions dealt with teacher behavior and 10 with professional behavior. Respondents indicated their agreement on a five point Likert Scale. Scores ranged from 35 to 175. The average score was 144.9 which indicated moderate agreement. Scores ranged from 108 to 171. There was no score falling below 92, which would indicate a disagreement. Results indicated that pre-service teachers were moderately supportive, younger children were influenced more by teachers than older children, societal impact was witnessed on young people's awareness, and Title IX was a womens' movement making its way into teacher education programs.

Northwest Attitudes Incorporated (1981) randomly selected sixteen high schools in Oregon for their survey. They interviewed teachers, counselors, and principals to determine their attitudes toward sex equity. The major areas of emphasis examined were: strategies used in schools to increase non-traditional enrollment, practices which discouraged students from taking non-traditional courses, attitudes toward sex equity, evolution of teaching materials, participation in sex equity workshops, and advantages and disadvantages of teaching predominately male and female classes.

The most frequently mentioned strategy by teachers to increase non-traditional enrollment was that teachers have career materials which

are not sex biased. Half of the teachers mentioned they were aware of practices which discouraged male or female enrollment in certain courses. Nine percent of the teachers knew students who were discouraged from taking a class because of their sex. Sixty-two percent of the teachers interviewed had checked their material for sex bias. Fifty-five percent of the teachers had attended sex equity workshops. Sixty-four percent of the teachers did not think it was suitable for the students to be segregated in some classes. The major exception to this was physical education classes with sixty-nine percent listing segregation of these classes as helpful.

A sex-role stereotype questionnaire, consisting of 38 bipolar personality trait items, was administered to 82 elementary classroom teachers who had volunteered to participate in a federal project (Woolever, 1974). The purpose of the project was to change pupils' attitudes regarding appropriate careers and social roles for men and women. Teachers were instructed to describe their ideal female and male. Their responses were surprising. Recent studies had shown that people placed higher social value on stereotypic masculine traits. This group of 82 elementary teachers described an androgynous ideal adult, who was characterized by 18 traditionally masculine traits, 19 traditionally feminine traits, and only one trait which was sex-specific. Implication of this study pointed toward a change in beliefs and attitudes about what men and women should ideally be like. It indicated that there was a change in teacher attitudes which were taking place gradually providing for a better chance of educational equity.

Instructional Influences

The aim of this paper was to examine the influence of textbooks and instructional materials on sex-role development (Henderson, 1978). This author revealed that textbooks do include negative associations concerning females. Often the first books to which children were exposed revealed sexual stereotyping. As a child progressed through school, a gradual loss of female dignity could occur among female students. Students were given role models in their textbooks with outcomes that clearly indicated to youngsters desirable characteristics. High school textbooks also reflected attitudes and prejudices. Male activities were considered more important; therefore, male activities were given primacy in the textbooks. All textbooks were not accounted for in this review, but it was evident that women were sorely under-represented in the materials to which students were exposed and through which became socialized according to this author.

Vonda Long (1982) researched and found evidence to prove her belief, that sex-differentiated staffing in American schools still existed. Also, she found a disproportionate number of female teachers at the elementary level. There was great concern expressed by Long regarding the impact of this issue. She was concerned with the effect of sex-role development on children and the everlasting effect of stereotypic staffing patterns. According to the author psychologically androgynous individuals might be more likely than masculine or feminine individuals to base teaching level decisions upon individual choice without regard for sex-role stereotype. Data received from pre-serviced teachers at Washington State University supported this belief. Important findings included feminine females were more apt to choose elementary teaching levels, masculine males were more likely to choose secondary teaching. In comparison, androgynous

pre-service teachers of both sexes were as likely to choose the elementary as secondary teaching level.

Jane Bluestein (1984) described what research studies had shown concerning sex stereotyping as conducted by Myra and David Sadker. The Sadkers trained teachers at one of the United States Department of Education's Centers for Sex Equity. The Sadkers reported in their findings that boys received consistently more attention than girls in the classroom. Teachers gave boys more opportunities to participate and offered them more encouragement. Sadker stated that the reason this occurred was that teachers tended to pay more attention to those students who actively sought involvement in the learning process. Boys often initiated such involvement while frequently girls would wait passively for the teacher to call on them. There was a tendency for teachers to praise boys for academic work and criticize them for behavior. Boys suffered from sex bias in such areas as home economics and language arts.

Sadker suggested steps to free the classroom of unwitting bias and favoritism. The first step was awareness. Teachers need to pinpoint discriminating tendencies in their own behavior and then make a personal committment to change such habits. The second step was enlisting the help of a skilled colleague or someone trained in classroom analysis who could observe, recognize, and pinpoint discriminatory behavior.

"Teaching Skills to Combat Sexism" was a course offered at West Chester State College at the graduate and undergraduate levels as described by Joan Hasselquist (1981). Three phases were involved in the course, and all three phases focused on enabling educators to eliminate sex bias from their own classrooms and teaching practices as well as encouraging their students to transcend such biases and to develop beyond the limits of traditional sex roles. The first phase of training dealt with the

awareness of the limitations placed on everyone (male and female) by accepting stereotypes instead of encouraging individual varied abilities. Phase two focused on strategies for handling resistance to change in order to consider and develop new belief patterns. Phase three provided educators with skills directly applicable to the classroom and encouraged expansion of every student's human capacities.

The effects of a graduate multicultural education course on twenty-seven elementary and secondary teachers were studied (Amodeo and Martin, 1982). The participants were of Anglo and Chicano ethnic groups. Questionnaires on ethnic and sex-roles were given and then discussed. Activities, such as, role playing and observing non-verbal behaviors were performed. To determine the subjects knowledge and attitudes toward minority groups a pre-test and post-test were given. The results of the tests increased as reflected by the post-test scores. There were not any main effect differences in the pre- and post-test scores on the cultural attitude test.

The study found that male elementary teachers with less than three years experience had fewer stereotypic attitudes than those with more than three years experience. The opposite was true for females. Elementary teachers with more than three years experience had more stereotypic bias than those with less experience. However, secondary teachers showed the reverse of this attitude. The results of the study suggested that a six week course was not long enough to have a significant influence on attitudes. Little support was found for the suggestion that multicultural courses might influence stereotypic attitudes.

Summary

Sex-role stereotyping was still practiced in schools during the 1980's. It appeared to not only be a problem within education, but an even greater societal problem. Awareness of the problem could create a sense of direct application in daily practices and improve the travesty. Americans must be ready to accept and treat all of mankind in a fair and equitable manner regardless of sex.

CHAPTER III

PROCEDURES

The instrument used for this exploratory type survey was designed specifically for the survey in question. This chapter was designed to present information about the population, instrumentation, data collection, and data treatment.

Purpose of the Survey

Specifically, the intent of this survey was to observe teachers' attitudes in southwestern Kentucky toward sex-stereotyping in the classroom with regard to the following questions:

1. Was there a difference between male and female teachers attitudes and behaviors regarding sex-stereotyping?

2. Was there a significant difference in attitudes and behaviors of teachers in grades K-3, 4-6, 7-12, special education, and adult education regarding sex-stereotyping?

3. Did years of teaching experience make a difference in the way teachers responded with regard to sex-stereotyping?

4. Did the age of the teacher make a difference in the way he/she responded to the survey?

Population

This survey was taken from a three county area in southwestern Kentucky (see Appendix A). The counties consisted of Todd, Christian, and Muhlenberg, which had a combined population of approximately 103,000 people. The area was largely farm land with corn, soybeans, wheat, and toabacco as the main crops. Two more minor but significant segments of the population were coal miners in Mulenberg County and United States Army personnel at Fort Campbell in Christian County. As a whole the income level of the people was middle class, with a normal distribution at either end.

Surveyed were teachers from six different school districts, representing eight different schools in addition to the Job Corp located in Muhlenberg County. A sample of thirty-five teachers were randomly selected using a table of random numbers from a population including 175 teachers in southwestern Kentucky. Teachers of grades kindergarten through adult were included in the sample and represented both public and nonpublic schools.

Instrumentation

The survey involved the use of an instrument designed by the research committee specifically for this survey. Participants were asked to respond to each of the twenty-five items separately. Responses were recorded by circling the number that best described their typical classroom attitudes and behaviors regarding each of the statements. The numbers were interpreted on an equal interval scale from one to five with one representing a behavior of "Seldom" and five representing a behavior of "Usually." A copy of the survey instrument has been appended (Appendix B).

Data Collection

A cover letter and a questionnaire were given to teachers on Monday, April 22, 1985 and asked by building representatives to respond to each of the twenty-five items and return the survey to the same representative by Wednesday, April 24, 1985. A sample cover letter has been appended (Appendix B) along with a copy of the questionnaire.

Thirty-five questionnaires were completed and returned on the scheduled return date. This sample represented 20% of the total population of teachers. All thirty-five questionnaires were complete and used in data analysis.

Data Treatment

The raw data were tallied and the results of these tallies served as sources for analysis. The data were completely hand scored and analyzed. Descriptive statistics were used to summarize the results of the survey. The Chi-square test was used to determine whether a significant difference existed among the frequency distributions obtained according to grade levels taught. Averages and percentages were calculated, reported graphically, and evaluated within the text of this report.

Tables were developed to graphically describe frequency of responses regarding demographic variables. In addition, tables were developed by the research committee to describe percentage of responses to the five intervals on each of the twenty-five survey questions for the total sample, and broken down in separate tables according to designated demographic variables. Generalizations and conclusions were drawn based on the results of all descriptive statistics.

CHAPTER IV

PRESENTATION OF DATA

Demographic Data

The charts of demographic data outlined in this section include information concerning these variables: years of teaching experience, education level, age, sex, grade level taught, and marital status. Thirty-three of the people surveyed completed this information.

Only 34 educators reported information on years of experience. The experience of the respondents ranged from one to 30 years with the mean experience at 11.71 years. The greatest percentage of years of experience ranged from 6-13 (see Table 1).

TABLE 1

NUMBER AND PERCENTAGE OF RESPONSES TO YEARS OF EXPERIENCE

Experience	Frequency	Percentage
0-5	7	20.58
6-10	11	32.35
11-15	9	26.47
16-20	1	2.94
21-25	3	8.82
26-30	2	5.88
31+	1	2.94
Total	34	99.98
Range 33		
Mean 11.71		
Mode 6, 7, 12, 13		

Of those teachers surveyed, 43% had received their Rank I degree, 35% held the Master's degree, with the remaining 22% having attained a bachelor's degree (Table 2).

TABLE 2

NUMBER AND PERCENTAGE OF RESPONSES ACCORDING TO LEVEL OF PROFESSIONAL EDUCATION

Professional Ed. Level	Frequency	Percentage
Bachelors/Rank III	8	22.8
Masters/Rank II	12	34.28
Rank I	15	42.85
Total	35	99.93

With regard to age, over 50% of the sample population were between the ages of 24 and 35. The mean age was 36 years, and the mode was 27 and 34 years (Table 3).

TABLE 3

NUMBER AND PERCENTAGE OF RESPONSES TO THE VARIABLE OF AGE

Age	Frequency	Percentage
24-29	10	28.57
30-35	10	28.57
36-40	6	17.14
41-45	5	14.28
46-50	2	5.71
51-60	0	0.00
61-70	2	5.71
Total	35	99.98
Range 46, Mean 36.06, Mode 27 and 34		

Of the 35 teachers who contributed to the survey, two were male and 33 were female (Table 4).

TABLE 4

NUMBER AND PERCENTAGE OF MALE AND FEMALE RESPONSES

Sex	Frequency	Percentage
Male	2	5.71
Female	33	94.29
Total	35	100.00

Table five consists of the percentage of responses of the 35 teachers according to grade level taught. The majority of the participants taught in grades K-6.

TABLE 5

NUMBER AND PERCENTAGE OF RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

Grade Level	Frequency	Percentage
K-3	13	37.14
4-6	7	20.00
7-12	6	17.14
Spec. Ed.	7	20.00
Adult Ed.	2	5.71
Total	35	99.99

Table six shows that married teachers outnumbered single teachers 27 to seven while only one teacher was divorced.

TABLE 6

NUMBER AND PERCENTAGE OF RESPONSES ACCORDING TO MARITAL STATUS

Marital Status	Frequency	Percentage
Single	7	20.00
Married	27	77.14
Divorced	1	2.86
Total	35	100.00

Item Frequency Responses

This section was designed to present data collected on each of the twenty-five survey items. A summary of the percentages of response frequencies was reported for the total group in addition to separate analysis according to grade level categories. Items are presented numerically as they appeared on the survey instrument (Appendix B). Grade level categories were divided into the following subgroups for analaysis: K-3, 4-6, 7-12, special education, and adult education teachers. In addition, percentage totals were presented according to teachers' years of teaching experience and age.

Kindergarten Through Third Grade Teachers

Sixty percent or more of the primary grade teachers chose one or "seldom" on survey items #1, #7, #8, #9, #10, and #11. Each of those items and corresponding percentages are located in Table 7. Item #24 was the only item that received a percentage greater than 60% at the opposite extreme representing a five or "usually" (76.9%). Response percentages that clustered around a 3 or represented a committment half-way between "seldom" and "usually" ranged from 0% to 53.8%. Only three items received percentages greater than 46% and no items received the 60% level of response frequency. Items #2, #3, #4, #7, #13, #15, #22, and #23 received responses in all five response categories indicating a possible diversity of attitude or behavior. There was not 100% agreement on any item.

TABLE 7

PERCENTAGES OF RESPONSE FREQUENCIES FOR KINDERGARTEN THROUGH THIRD GRADE TEACHERS (N=13)

Item Number	Item	seldom 1	2	3	4	usually 5
1	To what extent do you notice yourself using a different tone of voice with male students than with female students	62.0%	15.3%	15.3%	7.7%	0.0%
2	To what extent do you ask female students to do housekeeping chores?	7.7%	15.3%	30.1%	23.1%	23.1%
3	To what extent do you ask male students to do heavy lifting chores?	7.7%	15.3%	7.7%	30.1%	38.5%
4	To what extent do you ask female students to do secretarial chores?	38.5%	23.1%	7.7%	23.1%	7.7%
5	To what extent do you group students according to sex for competition and activities?	46.1%	30.1%	23.1%	0.0%	0.0%
6	To what extent do you plan separate activities for boys and girls?	53.8%	30.1%	15.3%	0.0%	0.0%
7	To what extent do you ask female students to assume party decorating responsibilities?	61.5%	15.3%	7.7%	7.7%	7.7%
8	To what extent do you expect students to prefer certain academic areas because of their gender?	61.5%	15.3%	15.3%	0.0%	0.0%
9	To what extent do you encourage female students to set marriage and childbearing as a career priority?	76.9%	7.7%	15.3%	0.0%	0.0%

10	To what extent do you discourage female students from pursuing careers in which there are few women?	92.3%	0.0%	0.0%	7.7%	0.0%
11	To what extent do you counsel female students to be aware of negative social implications related to too much success?	92.3%	7.7%	0.0%	0.0%	0.0%
12	To what extent do you counsel male students to be aware of negative social implications related to a lack of success?	84.6%	7.7%	7.7%	0.0%	0.0%
13	To what extent do you encourage traditional career roles by using traditional models as speakers in your classroom (i.e. male doctors, female nurses)?	46.1%	15.3%	23.1%	7.7%	7.7%
14	To what extent do you encounter textbooks and other instructional materials that convey situations portraying sex related values?	15.3%	30.1%	7.7%	46.1%	0.0%
15	To what extent do you notice sex stereotypes in classroom materials (i.e. examples and illustrations always show men in executive positions and women in domestic roles)?	7.7%	23.1%	7.7%	46.1%	15.3%
16	To what extent do you use sexist terminology (i.e. reference always to secretaries as she or her)?	15.3%	0.0%	46.1%	30.1%	7.7%
17	To what extent do you react negatively to boys with shoulder length hair and/or earrings?	15.3%	38.5%	0.0%	30.1%	15.3%
18	To what extent do you notice and/or comment on female students' hair and clothing?	7.7%	0.0%	38.5%	38.5%	15.3%
19	To what extent do you notice and/or comment on male students' hair and clothing?	7.7%	15.3%	46.1%	30.1%	0.0%

20	To what extent do you excuse female students (without question) from physical activity because of personal problems?	53.8%	23.1%	15.3%	0.0%	7.7%
21	To what extent do you excuse male students (without question) from physical activity because of personal problems?	53.8%	23.1%	15.3%	0.0%	7.7%
22	To what extent do you encounter male students that are louder and rougher than female students?	7.7%	23.1%	15.3%	38.5%	15.3%
23	To what extent do you encounter female students that are more quiet and gentle than male students?	7.7%	30.1%	30.1%	23.1%	7.7%
24	To what extent do you ask mothers specifically to provide refreshments for parties?	7.7%	0.0%	7.7%	7.7%	76.9%
25	To what extent do you make an effort to involve fathers as much as mothers in your communication with the child's home?	0.0%	23.1%	53.8%	23.1%	0.0%
TOTAL		37.2%	17.2%	18.2%	16.9%	10.2%

Fourth Through Sixth Grade Teachers

Sixty percent or more of the intermediate grade teachers chose one or "seldom" on survey items #5, #6, #8, #9, #10, #11, #12, #20, and #21. Each of those items and corresponding percentages are located in Table 8. One hundred percent of the teachers chose one or "seldom" on item number 6. No item received 60% response or greater at the opposite extreme representing a five or "usually." The greatest frequency of a five response was recorded for item number 24 (43.0%). Response percentages clustering around a three or representing a committment half-way between "seldom" and "usually," which could be interpreted as "sometimes," ranged from 0% to 43.0%. Four items received percentages at the 43.0% level and no items received the 60% level or response frequency. Items #18 and #25 received responses in all five response categories indicating a possible diversity of atdtitude or behavior. Agreement among teachers appeared to be strongest on items #5, #6, #9, #10, and #11 with 86% or greater of all teachers selecting the same response category. In all cases that category was one or "seldom."

TABLE 8

PERCENTAGES OF RESPONSE FREQUENCIES FOR FOURTH THROUGH SIXTH GRADE TEACHERS (N=7)

Item Number	Item	seldom 1	2	3	4	usually 5
1	To what extent do you notice yourself using a different tone of voice with male students than with female students?	29.0%	43.0%	0.0%	0.0%	14.0%
2	To what extent do you ask female students to do housekeeping chores?	0.0%	29.0%	57.0%	14.0%	0.0%
3	To what extent do you ask male students to do heavy lifting chores?	14.0%	0.0%	43.0%	14.0%	29.0%
4	To what extent do you ask female students to do secretarial chores?	14.0%	0.0%	43.0%	29.0%	14.0%
5	To what extent do you group students according to sex for competition and activities?	86.0%	14.0%	0.0%	0.0%	0.0%
6	To what extent do you plan separate activities for boys and girls?	100.0%	0.0%	0.0%	0.0%	0.0%
7	To what extent do you ask female students to assume party decorating responsibilities?	43.0%	0.0%	29.0%	29.0%	0.0%
8	To what extent do you expect students to prefer certain academic areas because of their gender?	71.0%	14.0%	14.0%	0.0%	0.0%
9	To what extent do you encourage female students to set marriage and childbearing as a career priority?	86.0%	14.0%	0.0%	0.0%	0.0%

10	To what extent do you discourage female students from pursuing careers in which there are few women?	86.0%	0.0%	14.0%	0.0%	0.0%
11	To what extent do you counsel female students to be aware of negative social implications related to too much success?	86.0%	0.0%	14.0%	0.0%	0.0%
12	To what extent do you counsel male students to be aware of negative social implications related to a lack of success?	71.0%	0.0%	29.0%	0.0%	0.0%
13	To what extent do you encourage traditional career roles by using traditional models as speakers in your classroom (i.e. male doctors, female nurses)?	43.0%	14.0%	29.0%	14.0%	0.0%
14	To what extent do you encounter textbooks and other instructional materials that convey situations portraying sex related values?	0.0%	43.0%	29.0%	29.0%	0.0%
15	To what extent do you notice sex stereotypes in classroom materials (i.e. examples and illustrations always show men in executive positions and women in domestic roles)?	0.0%	43.0%	29.0%	29.0%	0.0%
16	To what extent do you use sexist terminology (i.e. reference always to secretaries as she or her)?	29.0%	14.0%	43.0%	14.0%	0.0%
17	To what extent do you react negatively to boys with shoulder length hair and/or earrings?	29.0%	43.0%	14.0%	14.0%	0.0%
18	To what extent do you notice and/or comment on female students' hair and clothing?	29.0%	29.0%	14.0%	14.0%	14.0%
19	To what extent do you notice and/or comment on male students' hair and clothing?	29.0%	43.0%	14.0%	14.0%	0.0%

20	To what extent do you excuse female students (without question) from physical activity because of personal problems?	71.0%	14.0%	14.0%	0.0%	0.0%
21	To what extent do you excuse male students (without question) from physical activity because of personal problems?	71.0%	14.0%	14.0%	0.0%	0.0%
22	To what extent do you encounter male students that are louder and rougher than female students?	14.0%	0.0%	29.0%	43.0%	14.0%
23	To what extent do you encounter female students that are more quiet and gentle than male students?	14.0%	14.0%	29.0%	43.0%	0.0%
24	To what extent do you ask mothers specifically to provide refreshments for parties?	0.0%	14.0%	0.0%	43.0%	43.0%
25	To what extent do you make an effort to involve fathers as much as mothers in your communication with the child's home?	14.0%	14.0%	43.0%	43.0%	14.0%
TOTAL		41.1%	16.6%	21.1%	15.4%	5.7%

Seven Through Twelfth Grade Teachers

Sixty percent or more of the junior and senior high teachers chose one or "seldom" on survey items #1, #2, #4, #5, #6, #8, #9, #10, #11, #12, #20, #21, and #24. Each of those items and corresponding percentages are located in Table 9. One hundred percent of the teachers chose one or "seldom" on items #5, #6, #10, #11, and #12. Only item #3 achieved a response frequency greater than the 60% level at the opposite extreme representing a five or "usually" (66.7%). Response percentages clustering around a three or representing a committment half-way between "seldom" and "usually," which could be interpreted as "sometimes," ranged from 0% to 50%. Only item #15 achieved 50% with most of the other items much lower concerning the three response category. Items #22 and #23 received responses in all five response categories indicating a possible diversity of attitude or behavior. Agreement among teachers appeared to be strongest on items #5. #6, #9, #10, #11, #12, #21, and #24 with 83% or more of all teachers selecting the same response category. In all cases that response category was one or "seldom."

TABLE 9

PERCENTAGES OF RESPONSE FREQUENCIES FOR SEVENTH THROUGH TWELFTH GRADE TEACHERS (N=6)

Item Number	Item	seldom 1	2	3	4	usually 5
1	To what extent do you notice yourself using a different tone of voice with male students than with female students?	66.7%	16.6%	16.6%	0.0%	0.0%
2	To what extent do you ask female students to do housekeeping chores?	66.7%	16.6%	0.0%	16.6%	0.0%
3	To what extent do you ask male students to do heavy lifting chores?	16.6%	0.0%	0.0%	16.6%	66.7%
4	To what extent do you ask female students to do secretarial chores?	66.7%	0.0%	16.6%	16.6%	0.0%
5	To what extent do you group students according to sex for competition and activities?	100.0%	0.0%	0.0%	0.0%	0.0%
6	To what extent do you plan separate activities for boys and girls?	100.0%	0.0%	0.0%	0.0%	0.0%
7	To what extent do you ask female students to assume party decorating responsibilities?	50.0%	0.0%	0.0%	16.6%	0.0%
8	To what extent do you expect students to prefer certain academic areas because of their gender?	66.7%	16.6%	0.0%	16.6%	0.0%
9	To what extent do you encourage female students to set marriage and childbearing as a career priority?	83.3%	0.0%	16.6%	0.0%	0.0%

10	To what extent do you discourage female students from pursuing careers in which there are few women?	100.0%	0.0%	0.0%	0.0%	0.0%
11	To what extent do you counsel female students to be aware of negative social implications related to too much success?	100.0%	0.0%	0.0%	0.0%	0.0%
12	To what extent do you counsel male students to be aware of negative social implications related to a lack of success?	100.0%	0.0%	0.0%	0.0%	0.0%
13	To what extent do you encourage traditional career roles by using traditional models as speakers in your classroom (i.e. male doctors, female nurses)?	50.0%	33.3%	16.6%	0.0%	0.0%
14	To what extent do you encounter textbooks and other instructional materials that convey situations portraying sex related values?	33.3%	16.6%	33.3%	16.6%	0.0%
15	To what extent do you notice sex stereotypes in classroom materials (i.e. examples and illustrations always show men in executive positions and women in domestic roles)?	16.6%	0.0%	50.0%	16.6%	16.6%
16	To what extent do you use sexist terminology (i.e. reference always to secretaries as she or her)?	33.3%	33.3%	16.6%	0.0%	16.6%
17	To what extent do you react negatively to boys with shoulder length hair and/or earrings?	50.0%	16.6%	0.0%	16.6%	16.6%
18	To what extent do you notice and/or comment on female students' hair and clothing?	33.3%	0.0%	16.6%	50.0%	0.0%
19	To what extent do you notice and/or comment on male students' hair and clothing?	33.3%	0.0%	16.6%	50.0%	0.0%

20	To what extent do you excuse female students (without question) from physical activity because of personal problems?	66.7%	0.0%	0.0%	0.0%	33.3%
21	To what extent do you excuse male students (without question) from physical activity because of personal problems?	83.3%	16.6%	0.0%	0.0%	0.0%
22	To what extent do you encounter male students that are louder and rougher than female students?	16.6%	16.6%	33.3%	16.6%	16.6%
23	To what extent do you encounter female students that are more quiet and gentle than male students?	16.6%	16.6%	16.6%	16.6%	33.3%
24	To what extent do you ask mothers specifically to provide refreshments for parties?	83.3%	0.0%	0.0%	0.0%	16.6%
25	To what extent do you make an effort to involve fathers as much as mothers in your communication with the child's home?	0.0%	33.3%	16.6%	16.6%	33.3%
TOTAL		57.3%	9.3%	10.7%	12.0%	11.3%

Special Education Teachers

Sixty percent or more of the special education teachers chose one or "seldom" on survey items #6, #8, #9, #10, #11, and #12. Each of those items and correpsonding percentages are located in Table 10. No items received a respsonse frequency of 60% or greater at the opposite extreme representing a five or "usually" response. Response percentages for category five ranged from 0% to 28.6%. Response percentages clustering around three or representing a committment half-way between "seldom" and "usually," which could be interpreted as "sometimes," ranged from 0% to 57.1%. Item #24 was the only item that received response in all five categories indicating a possible diversity of attitude or behavior on that item. Agreement among teachers appeared to be strongest on items #9, #10, and #11 with 85.7% of the teachers selecting the same response category. In all three cases that response category was one or "seldom." There was not 100% agreement on any item. On item #1 responses were split between response category one and three.

TABLE 10

PERCENTAGES OF RESPONSE FREQUENCIES FOR SPECIAL EDUCATION TEACHERS (N=7)

Item Number	Item	seldom 1	2	3	4	usually 5
1	To what extent do you notice yourself using a different tone of voice with male students than with female students?	57.1%	0.0%	42.9%	0.0%	0.0%
2	To what extent do you ask female students to do housekeeping chores?	28.6%	14.3%	28.6%	28.6%	0.0%
3	To what extent do you ask male students to do heavy lifting chores?	14.3%	0.0%	42.9%	28.6%	14.3%
4	To what extent do you ask female students to do secretarial chores?	28.6%	28.6%	14.3%	28.6%	0.0%
5	To what extent do you group students according to sex for competition and activities?	57.1%	28.6%	14.3%	0.0%	0.0%
6	To what extent do you plan separate activities for boys and girls?	71.4%	14.3%	14.3%	0.0%	0.0%
7	To what extent do you ask female students to assume party decorating responsibilities?	42.9%	42.9%	0.0%	14.3%	0.0%
8	To what extent do you expect students to prefer certain academic areas because of their gender?	71.4%	14.3%	0.0%	14.3%	0.0%
9	To what extent do you encourage female students to set marriage and childbearing as a career priority?	85.7%	14.3%	0.0%	0.0%	0.0%

10	To what extent do you discourage female students from pursuing careers in which there are few women?	85.7%	14.3%	0.0%	0.0%	0.0%
11	To what extent do you counsel female students to be aware of negative social implications related to too much success?	85.7%	0.0%	14.3%	0.0%	0.0%
12	To what extent do you counsel male students to be aware of negative social implications related to a lack of success?	71.4%	14.3%	14.3%	0.0%	0.0%
13	To what extent do you encourage traditional career roles by using traditional models as speakers in your classroom (i.e. male doctors, female nurses)?	42.9%	28.6%	28.6%	0.0%	0.0%
14	To what extent do you encounter textbooks and other instructional materials that convey situations portraying sex related values?	14.3%	0.0%	28.6%	57.1%	0.0%
15	To what extent do you notice sex stereotypes in classroom materials (i.e. examples and illustrations always show men in executive positions and women in domestic roles)?	0.0%	14.3%	42.9%	42.9%	0.0%
16	To what extent do you use sexist terminology (i.e. reference always to secretaries as she or her)?	14.3%	14.3%	57.1%	14.3%	0.0%
17	To what extent do you react negatively to boys with shoulder length hair and/or earrings?	42.9%	0.0%	28.6%	14.3%	14.3%
18	To what extent do you notice and/or comment on female students' hair and clothing?	14.3%	28.6%	0.0%	57.1%	0.0%
19	To what extent do you notice and/or comment on male students' hair and clothing?	14.3%	28.6%	0.0%	57.1%	0.0%

20	To what extent do you excuse female students (without question) from physical activity because of personal problems?	42.9%	28.6%	28.6%	0.0%	0.0%
21	To what extent do you excuse male students (without question) from physical activity because of personal problems?	57.1%	28.6%	14.3%	0.0%	0.0%
22	To what extent do you encounter male students that are louder and rougher than female students?	0.0%	28.6%	14.3%	57.1%	0.0%
23	To what extent do you encounter female students that are more quiet and gentle than male students?	14.3%	28.6%	28.6%	28.6%	0.0%
24	To what extent do you ask mothers specifically to provide refreshments for parties?	28.6%	14.3%	14.3%	14.3%	28.6%
25	To what extent do you make an effort to involve fathers as much as mothers in your communication with the child's home?	0.0%	28.6%	28.6%	28.6%	14.3%
TOTAL		39.4%	18.3%	35.0%	19.4%	2.9%

Adult Education Teachers

Due to the limited sample of adult education teachers (N=2) percentages were either 0%, 50%, or 100%. One hundred percent of the adult education teachers chose one or "seldom" on items #1, #2, #4, #9, #10, #11, #13, amd #21. Each of those items and corresponding percentages are located in Table 11. One hundred percent of the teachers chose two on items #17, #18, and #19. One hundred percent chose three which could represent a committment of "sometimes" on items #12, #16, #22, and #23. No responses were recorded for category five representing a response of "usually."

TABLE 11

PERCENTAGES OF RESPONSE FREQUENCIES FOR
ADULT EDUCATION TEACHERS (N=2)

Item Number	Item	seldom 1	2	3	4	usually 5
1	To what extent do you notice yourself using a different tone of voice with male students than with female students?	100.0%	0.0%	0.0%	0.0%	0.0%
2	To what extent do you ask female students to do housekeeping chores?	100.0%	0.0%	0.0%	0.0%	0.0%
3	To what extent do you ask male students to do heavy lifting chores?	50.0%	0.0%	0.0%	50.0%	0.0%
4	To what extent do you ask female students to do secretarial chores?	100.0%	0.0%	0.0%	0.0%	0.0%
5	To what extent do you group students according to sex for competition and activities?	50.0%	50.0%	0.0%	0.0%	0.0%
6	To what extent do you plan separate activities for boys and girls?	50.0%	50.0%	0.0%	0.0%	0.0%
7	To what extent do you ask female students to assume party decorating responsibilities?	50.0%	50.0%	0.0%	0.0%	0.0%
8	To what extent do you expect students to prefer certain academic areas because of their gender?	0.0%	50.0%	50.0%	0.0%	0.0%
9	To what extent do you encourage female students to set marriage and childbearing as a career priority?	100.0%	0.0%	0.0%	0.0%	0.0%

10	To what extent do you discourage female students from pursuing careers in which there are few women?	100.0%	0.0%	0.0%	0.0%	0.0%
11	To what extent do you counsel female students to be aware of negative social implications related to too much success?	100.0%	0.0%	0.0%	0.0%	0.0%
12	To what extent do you counsel male students to be aware of negative social implications related to a lack of success?	0.0%	0.0%	100.0%	0.0%	0.0%
13	To what extent do you encourage traditional career roles by using traditional models as speakers in your classroom (i.e. male doctors, female nurses)?	100.0%	0.0%	0.0%	0.0%	0.0%
14	To what extent do you encounter textbooks and other instructional materials that convey situations portraying sex related values?	0.0%	50.0%	0.0%	50.0%	0.0%
15	To what extent do you notice sex stereotypes in classroom materials (i.e. examples and illustrations always show men in executive positions and women in domestic roles)?	0.0%	0.0%	50.0%	50.0%	0.0%
16	To what extent do you use sexist terminology (i.e. reference always to secretaries as she or her)?	0.0%	0.0%	100.0%	0.0%	0.0%
17	To what extent do you react negatively to boys with shoulder length hair and/or earrings?	0.0%	100.0%	0.0%	0.0%	0.0%
18	To what extent do you notice and/or comment on female students' hair and clothing?	0.0%	100.0%	0.0%	0.0%	0.0%
19	To what extent do you notice and/or comment on male students' hair and clothing?	0.0%	100.0%	0.0%	0.0%	0.0%

20	To what extent do you excuse female students (without question) from physical activity because of personal problems?	50.0%	0.0%	0.0%	50.0%	0.0%
21	To what extent do you excuse male students (without question) from physical activity because of personal problems?	100.0%	0.0%	0.0%	0.0%	0.0%
22	To what extent do you encounter male students that are louder and rougher than female students?	0.0%	0.0%	100.0%	0.0%	0.0%
23	To what extent do you encounter female students that are more quiet and gentle than male students?	0.0%	0.0%	100.0%	0.0%	0.0%
24	To what extent do you ask mothers specifically to provide refreshments for parties?	50.0%	0.0%	50.0%	0.0%	0.0%
25	To what extent do you make an effort to involve fathers as much as mothers in your communication with the child's home?	50.0%	0.0%	50.0%	0.0%	0.0%
TOTAL		46.0%	22.0%	22.0%	1.0%	0.0%

All Teachers

Sixty percent or more of all teachers (N=35) chose one or "seldom" on survey items #5, #6, #8, #9, #10, #11, #12, and #21. Each of those items and correspnding percentages are located in Table 12. No item received greater than 60% response at the opposite extreme representing a five or "usually." The range of frequency response for category five was 0% to 45.7%. Item #24 achieved the 45.7% for category five. The next highest percentage for this category was a 34.3% on item #3. Response percentages clustering around a three or representing a committment half-way between "seldom" and "usually," which could be interpreted as "sometimes," ranged from 2.9% to 45.7%. Only item #16 received a percentage as high as 45.7% for category three. Agreement among teachers appeared to be strongest on items #9, #10, and #11 with 85.7% or more of all teachers selecting the same response category. In all three cases that category was one or "seldom." There was not 100% agreement on any response category. Items #2, #17, and #23 appeared to have a possible diversity of attitude or behavior since none of these three items received as much as one-third of the responses in any category. Responses on these three items were divided among all of the response categories.

TABLE 12

PERCENTAGES OF RESPONSE FREQUENCIES FOR
ALL TEACHERS SURVEYED (N=35)

Item Number	Item	seldom 1	2	3	4	usually 5
1	To what extent do you notice yourself using a different tone of voice with male students than with female students?	57.1%	17.1%	20.0%	2.9%	2.9%
2	To what extent do you ask female students to do housekeeping chores?	25.7%	17.1%	28.6%	20.0%	8.6%
3	To what extent do you ask male students to do heavy lifting chores?	14.3%	5.7%	20.0%	25.7%	34.3%
4	To what extent do you ask female students to do secretarial chores?	40.0%	14.3%	17.1%	22.9%	5.7%
5	To what extent do you group students according to sex for competition and activities?	65.7%	22.9%	11.4%	0.0%	0.0%
6	To what extent do you plan separate activities for boys and girls?	74.3%	17.1%	8.6%	0.0%	0.0%
7	To what extent do you ask female students to assume party decorating responsibilities?	51.4%	17.1%	8.6%	17.1%	5.7%
8	To what extent do you expect students to prefer certain academic areas because of their gender?	62.9%	17.1%	14.3%	5.7%	0.0%
9	To what extent do you encourage female students to set marriage and childbearing as a career priority?	85.7%	5.7%	8.6%	0.0%	0.0%

10	To what extent do you discourage female students from pursuing careers in which there are few women?	91.4%	2.9%	2.9%	2.9%	0.0%
11	To what extent do you counsel female students to be aware of negative social implications related to too much success?	91.4%	2.9%	5.7%	0.0%	0.0%
12	To what extent do you counsel male students to be aware of negative social implications related to a lack of success?	77.1%	5.7%	17.1%	0.0%	0.0%
13	To what extent do you encourage traditional career roles by using traditional models as speakers in your classroom (i.e. male doctors, female nurses)?	48.6%	17.1%	22.9%	5.7%	2.9%
14	To what extent do you encounter textbooks and other instructional materials that convey situations portraying sex related values?	14.3%	25.7%	20.0%	40.0%	0.0%
15	To what extent do you notice sex stereotypes in classroom materials (i.e. examples and illustrations always show men in executive positions and women in domestic roles)?	5.7%	20.0%	28.6%	37.1%	8.6%
16	To what extent do you use sexist terminology (i.e. reference always to secretaries as she or her)?	20.0%	11.4%	45.7%	17.1%	5.7%
17	To what extent do you react negatively to boys with shoulder length hair and/or earrings?	28.6%	31.4%	8.6%	20.0%	11.4%
18	To what extent do you notice and/or comment on female students' hair and clothing?	20.0%	14.3%	17.1%	40.0%	8.6%
19	To what extent do you notice and/or comment on male students' hair and clothing?	17.1%	25.7%	22.9%	34.3%	0.0%

20	To what extent do you excuse female students (without question) from physical activity because of personal problems?	57.1%	17.1%	14.3%	2.9%	8.6%
21	To what extent do you excuse male students (without question) from physical activity because of personal problems?	62.9%	22.9%	11.4%	0.0%	2.9%
22	To what extent do you encounter male students that are louder and rougher than female students?	5.7%	17.1%	28.6%	37.1%	11.4%
23	To what extent do you encounter female students that are more quiet and gentle than male students?	11.4%	22.9%	31.4%	25.7%	8.6%
24	To what extent do you ask mothers specifically to provide refreshments for parties?	25.7%	5.7%	5.7%	17.1%	45.7%
25	To what extent do you make an effort to involve fathers as much as mothers in your communication with the child's home?	5.7%	20.0%	37.1%	25.7%	11.4%
TOTAL		42.4%	15.9%	18.3%	16.0%	7.3%

The Chi-square test for statistical significance was computed to determine whether a significant difference did exist among grade level responses. Separate tests were calculated on all five of the selection categories. Results of the five tests are presented in Table 13. A statistically significant difference was obtained for the #4 selection category at the .01 level of significance. Selection #3 achieved significance at the .02 level.

TABLE 13

RESULTS OF THE CHI-SQUARE TEST COMPARING GRADES K-3, 4-6, 7-12, SPECIAL EDUCATION, ADULT EDUCATION, AND GROUP TOTALS ON ALL FIVE RESPONSE CATEGORIES

Category	Chi Square	df	Level of Significance
1 (seldom)	6.74	5	.30
2	10.40	5	.10
3	14.99	5	.02
4	16.61	5	.01
5 (usually)	9.52	5	.10

According to Table 14 percentages for response category #4 ranged from 1.0% for adult education teachers to almost 20% (19.4%) for special education teachers. Response category #3 showed percentages ranging from 10.7% among teachers in grades 7-12 to 35.0% for special education teachers. Taking into consideration the statistically significant differences for item numbers 3 and 4, the greatest concentration of response and agreement was for item #1 (seldom). A significant difference did not occur for item #5 (usually) among the sub-groups of teachers.

Percentages for item #5 (usually) were small ranging from 0.0% to 11.3%. On the other hand, percentages for item #1 (seldom) were large ranging from 37.2% to 57.3%.

TABLE 14

PERCENTAGE TOTALS OF RESPONSE FREQUENCIES FOR ALL TEACHERS ACCORDING TO GRADE RANGE SUB-GROUPS

grade range	seldom 1	2	3	4	usually 5
K-3	37.2%	17.2%	18.2%	16.9%	10.2%
4-6	41.1%	16.6%	21.1%	15.4%	5.7%
7-12	57.3%	9.3%	10.7%	12.0%	11.3%
special education	39.4%	18.3%	35.0%	19.4%	2.9%
adult education	46.0%	22.0%	22.0%	1.0%	0.0%
TOTAL	42.4%	15.9%	18.3%	16.0%	7.3%

Years of Teaching Experience

Table 15 presents the response frequencies for all teachers according to years of teaching experience. Again, the greatest concentration of response was in category #1 (seldom) with percentages ranging from 33.7% among teachers with 0-5 years of experience to 60.1% among teachers with 21-25 years of experience. Response category #5 (usually) revealed a range of response from 0.0% among teachers with 31+ years of teaching experience to 15.5% among teachers with 21-25 years of experience. No sub-group achieved 100% agreement in any response category; however, strong diversity of response was not apparent for any of the sub-groups.

TABLE 15

PERCENTAGE TOTALS OF RESPONSE FREQUENCIES
FOR ALL TEACHERS ACCORDING TO YEARS
OF TEACHING EXPERIENCE

years of experience	seldom 1	2	3	4	usually 5
0-5	33.7%	17.6%	21.6%	20.6%	6.5%
6-10	44.8%	17.0%	16.6%	16.2%	5.4%
11-15	39.1%	17.3%	21.8%	12.9%	8.9%
16-20	48.0%	4.0%	12.0%	24.0%	12.0%
21-25	60.1%	5.6%	11.3%	7.0%	15.5%
26-30	60.0%	24.0%	8.0%	4.0%	4.0%
31+	36.0%	32.0%	24.0%	8.0%	0.0%

Teacher Age

Response categories presented in Table 16 and evaluated according to age sub-groups revealed similar results as other sub-groups. Response selections in category #5 (usually) ranged from 0.0% among the 61-70 age sub-group to 13.3% among the 36-40 age sub-group. Category #1 (seldom) did not reveal strong diversity among sub-group responses. No response category achieved 100% agreement from any sub-group. Response percentages appeared to increase according to age beginning with the 24-29 age sub-group up to the 46-50 age sub-group for item #1 (seldom).

TABLE 16

PERCENTAGE TOTALS OF RESPONSE FREQUENCIES
FOR ALL TEACHERS ACCORDING TO TEACHERS' AGE

age range	seldom 1	2	3	4	usually 5
24-29	31.8%	19.8%	21.9%	21.5%	5.0%
30-35	38.9%	19.4%	19.0%	17.1%	5.6%
36-40	47.3%	9.3%	16.7%	13.3%	13.3%
41-45	56.7%	11.2%	15.2%	7.2%	9.6%
46-50	54.3%	15.2%	13.0%	6.5%	10.9%
51-60	0.0%	0.0%	0.0%	0.0%	0.0%
61-70	36.0%	32.0%	24.0%	8.0%	0.0%

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

In this investigation a survey was made of thirty-five kindergarten through adult education teachers in southwestern Kentucky. The data utilized for analysis were derived from teachers' responses to a survey instrument developed specifically for the purposes of this survey (Appendix B). The population for the survey consisted of teachers in a three county area in southwestern Kentucky (Appendix A).

The literature was reviewed and integrated for the purpose of organizing and clarifying the extent of existing data on the subject of sex-stereotypes. A survey instrument was developed to explore the attitudes of teachers concerning sex-stereotyping in the classroom. Implementation of the survey instrument was conducted in April of 1985. An evaluation and analysis, including descriptive statistics, of the survey responses were conducted.

Summary of the Purposes of the Survey

Specifically, the intent of this survey was to observe sex-stereotyping in Kentucky classrooms from the teachers' viewpoints with regard to the following questions:

1. Was there a difference between male and female teachers attitudes and behaviors regarding sex-stereotyping?

2. Was there a significant difference in attitudes and behaviors of teachers in grades K-3, 4-6, 7-12, special education, and adult education regarding sex-stereotying?

3. Did years of teaching experience make a difference in the way teachers responded with regard to sex-stereotyping?

4. Did the age of the teacher make a difference in the way he/she responded to the survey?

Findings of the Survey

The presentation of the findings of the survey were organized into four sections based on the research questions.

Question 1

The design of the survey and random selection process was not designed to allow for stratification in order to provide an equal number of male and female respondents. Of the 35 teachers who responded, two were male and 33 were female. Therefore, an analysis of data based on this criteria was considered not to be meaningful. However, a superficial consideration of the data did not reveal a great deal of variation for the two male respondents.

Question 2

Results of the Chi-square test comparing grade level ranges K-3, 4-6, 7-12, special education, and adult education did reveal significant differences in response categories #3 and #4. Teachers in grade 7-12 reached the highest level of agreement with 57.3% of those teachers choosing #1 (seldom); however, a statistical difference did not exist, according to Chi-square, among all of the sub-groups on response category #1. Response category #5 (usually) for adult education teachers was the only category that received 0.0% response. Special education teachers had the highest

concentration for response category #3 which could be interpreted as "sometimes" with 35.0%. A significant difference did exist for response category #3 among the grade level sub-groups.

The following were specific items that showed strong agreement among all five sub-groups in the #1 (seldom) response category: item #9 "To what extent do you encourage female students to set marriage and childbearing as a career priority?"; item #10 "To what extent do you discourage female students from pursuing careers in which there are few women?"; and item #11 "To what extent do you counsel female students to be aware of negative social implications related to too much success?" Item numbers 6, 8, 12, and 21 had strong agreement among four of the five sub-groups. Those items read as follows: item #6 "To what extent do you plan separate activities for boys and girls?"; item #8 "To what extent do you expect students to prefer certain academic areas because of their gender?"; item #12 "To what extent do you counsel male students to be aware of negative social implications related to a lack of success?"; and item #21 "To what extent do you excuse male students (without question) from physical activity because of personal problems?"

Grade sub-groups K-3 and 4-6 both had high percentages for item #24 "To what extent do you ask mothers specifically to provide refreshments for parties.? High percentages on this item did not hold true for the other three sub-groups. Considerable diversity of response among the sub-groups occurred for items #22 "To what extent do you encounter male students that are louder and rougher than female students?" and #23 "To what extent do you encounter female students that are more quiet and gentle than male students?"

Overall, the strongest agreement occurred for items #9, #10, and #11. All three items reflect career goals and social implications.

Question 3

Approximately eighty percent of the respondents fell into the 0-15 range of teaching experience. Again, the research committee was unable to stratify the random selection in order to include an equal representation of teachers according to years of teaching experience. The majority of the teachers, regardless of years of experience, selected category #1 (seldom) as their choice indicating that they seldom exhibited or held attitudes that could be interpreted as a sex-stereotype according to the survey instrument in question. Response percentages on item #1 ranged from 33.7% among teachers with 0-5 years of experience to 60.1% among teachers with 21-25 years of experience. The extreme response #5 (usually) revealed a range of 0.0% among teachers with 31+ years of experience to 15.5% among teachers with 21-25 years of experience. Interestingly, teachers in the range of experience 21-25 years had the highest #1 (seldom) percentage reported and the highest #5 (usually) percentage. Teachers did not achieve complete agreement on any response category among any range of teaching experience.

Question 4

Analysis according to teachers' age revealed similar information as other sub-groups considered. The highest percentages of agreement were recorded for response category #1 (seldom). Response percentages appeared to increase according to age beginning with the 24-29 age sub-group up to the 46-50 age sub-group for item #1. No response category achieved 100% agreement among any of the age sub-groups. Responses in the #5 (usually) category indicated a considerable range from 0.0% among the 61-70 age range to 13.3% among the 36-40 age range.

Implications and Recommendations

For a clear presentation of the implications derived from the survey this section has been divided into the following areas: research, teacher preparation, in-service education, the school, and the family.

Research Implications

1. An apparent need for more research was evident by the lack of complete teacher agreement concerning sex-stereotyping in the classroom. Even though agreement appeared to be somewhat consistent among teachers, enough diversity among response indicated a need for more study.

2. Longitudinal study efforts that could consider teachers' attitudes over a period of several years would offer insight into the question of sex-stereotype and long range teacher effects.

3. Research might discover effects of sex-stereotype on the development of student anxieties in certain academic and career areas.

4. Uniform systems of analysis could enable teachers to efficiently identify sex-stereotypic behaviors, materials, and attitudes.

Teacher Preparation Implications

1. Teacher education programs could be designed to emphasize problems related to sex-stereotyping attitudes, behaviors, and materials in the classroom.

2. Emphasis might also be placed on teacher preparation regarding the selection of role models that would not lend themselves to particular sex-stereotypes.

3. Recruitment efforts could be enhanced to encourage more men to consider teacher education as a career opportunity. The need is most apparent particularly at the elementary level.

In-service Education Implications

1. Teacher in-service programs could offer sex-stereotyping in the classroom as an area of concern for teachers to explore.

2. Teachers could be instrumental in planning, researching, and organizing curriculum and programs related to sex-stereotype concerns.

3. Workshops could be offered on sex-stereotype and its development to provide sharing opportunities among educators.

4. Concentration could be placed on understandings related to societal influences concerning the development of sex-stereotype attitudes in general and in particular areas of the country.

5. Committees could be formed and charged with the task of considering textbooks and their content in relation to the concern of sex-stereotype.

School Implications

1. Teachers could design activities that would encourage transfer of traditionally held role beliefs for discussion and interpretation.

2. Schools could evaluate textbooks currently in place to consider the impact of sex-stereotypic illustrations and content.

3. Schools could make a concentrated effort to include both mothers and fathers in role modeling situations. For example, fathers could perform the role as parent volunteer and assist as room parent rather than perpetuating the "room mother" concept in the elementary schools.

Family Implications

1. Parent/teacher interaction might serve as a valuable mode of communication concerning all aspects of the child's development.

2. Parents might be aware of concerns toward sex-stereotype attitudes and beliefs that could serve as barriers for learning.

3. Further studies might be useful to identify ways that parents could work with and help to prevent sex-stereotype attitudes.

4. Sex-stereotype is an area that margins on a basic value and should be approached by teachers with the greatest caution and professionalism when dealing with parents.

Reflections

An important consideration revealed in this survey was the strong agreement among teachers that sex-stereotyping attitudes were seldom observed in their classrooms. Teachers demonstrated an awareness of the need to exhibit behaviors that were not partial to either sex.

With the prevalence of single parent families and shared household and employment responsibilities in the family. The need still existed to utilize both traditional and non-tradition role models in classrooms. Additional research and staff development appeared to be needed to more clearly pinpoint the issue and heighten teachers' related awareness.

This research emphasized the teacher's attitudes toward sex-stereotype in the classroom. Basic in an effort to address a concern of this magnitude would be an investigation of societal influences and value systems. Teacher awareness related to this concern could not remedy all sex-stereotype related problems. However, it could help to create an environment to lessen barriers in particular career opportunity areas for young people.

Teachers continue to operate under the belief that they are helping others shape their futures and make the present a more meaningful and enjoyable time. Therefore, the more informed and aware a teacher can be in regard to the total student the better qualified that teacher can be to interact in a meaningful way.

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APPENDIX A

POPULATION MAP

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APPENDIX B

SURVEY INSTRUMENT

SEX-STEREOTYPE ATTITUDINAL SURVEY

FOR TEACHERS

The purpose of this survey is to gather information about teachers' attitudes and reactions concerning sex-stereotyping in the classroom. The data collected as a result of this survey will be summarized and presented in the form of a research report. Your participation is deeply appreciated. The following information is needed to help develop appropriate guidelines based on these demographic factors.

Current Teaching Assignment (Grade and/or Subject Area)_____

Sex_____ Marital Status_____ Age_____ Teaching Experience (years)_____

Level of Professional Education_____

Sibling Order (i.e. oldest of three boys)_____

Children (please list both ages and sex)_____

_____

Please notice that the instrument is designed for you to respond to each item separately. Please indicate by circling the appropriate number that best describes your typical classroom behavior regarding each of the twenty-five statements. The numbers will be interpreted as: (1) Seldom ranging on an equal interval scale to (5) Usually. Responses will be summarized and conclusions drawn from the summary. Participants individual responses will be held in strict confidence. Individual's names will not in any way be collected or reported.

		seldom				usually
1.	To what extent do you notice yourself using a different tone of voice with male students than with female students?	1	2	3	4	5
2.	To what extent do you ask female students to do housekeeping chores?	1	2	3	4	5
3.	To what extent do you ask male students to do heavy lifting chores?	1	2	3	4	5
4.	To what extent do you ask female students to do secretarial chores?	1	2	3	4	5

		seldom				usually
5.	To what extent do you group students according to sex for competition and activities?	1	2	3	4	5
6.	To what extent do you plan separate activities for boys and girls?	1	2	3	4	5
7.	To what extent do you ask female students to assume party decorating responsibilities?	1	2	3	4	5
8.	To what extent do you expect students to prefer certain academic areas because of their gender?	1	2	3	4	5
9.	To what extent do you encourage female students to set marriage and childbearing as a career priority?	1	2	3	4	5
10.	To what extent do you discourage female students from pursuing careers in which there are few women?	1	2	3	4	5
11.	To what extent do you counsel female students to be aware of negative social implications related to too much success?	1	2	3	4	5
12.	To what extent do you counsel male students to be aware of negative social implications related to a lack of success?	1	2	3	4	5
13.	To what extent do you encourage traditional career roles by using traditional models as speakers in your classroom (i.e. male doctors, female nurses)?	1	2	3	4	5
14.	To what extent do you encounter textbooks and other instructional materials that convey situations portraying sex related values?	1	2	3	4	5
15.	To what extent do you notice sex stereotypes in classroom materials (i.e. examples and illustrations always show men in executive positions and women in domestic roles)?	1	2	3	4	5

		seldom				usually
16.	To what extent do you use sexist terminology (i.e. reference always to secretaries as she or her)?	1	2	3	4	5
17.	To what extent do you react negatively to boys with shoulder length hair and/or earrings?	1	2	3	4	5
18.	To what extent do you notice and/or comment on female students' hair and clothing?	1	2	3	4	5
19.	To what extent do you notice and/or comment on male students' hair and clothing?	1	2	3	4	5
20.	To what extent do you excuse female students (without question) from physical activity because of personal problems?	1	2	3	4	5
21.	To what extent do you excuse male students (without question) from physical activity because of personal problems?	1	2	3	4	5
22.	To what extent do you encounter male students that are louder and rougher than female students?	1	2	3	4	5
23.	To what extent do you encounter female students that are more quiet and gentle than male students?	1	2	3	4	5
24.	To what extent do you ask mothers specifically to provide refreshments for parties?	1	2	3	4	5
25.	To what extent do you make an effort to involve fathers as much as mothers in your communication with the child's home?	1	2	3	4	5